

# Energizers

## Classroom-based Physical Activities

The way teachers integrate  
physical activity with academic concepts



Energizers were developed by:



Activity  
Promotion  
Laboratory  
College of Health  
And Human  
Performance

In partnership with:



# GOAL: Reach the Healthy Peak!

## Before the game:

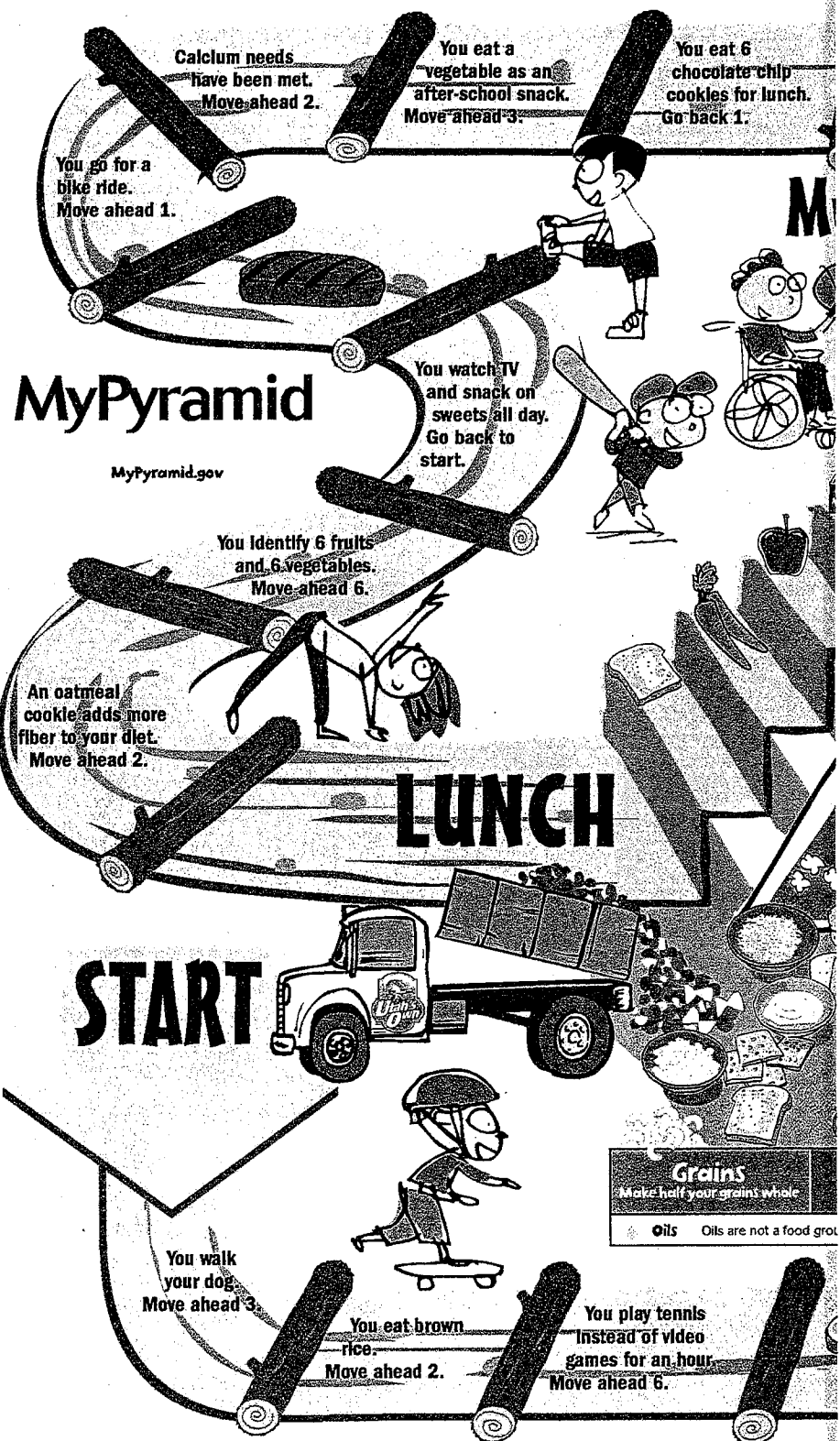
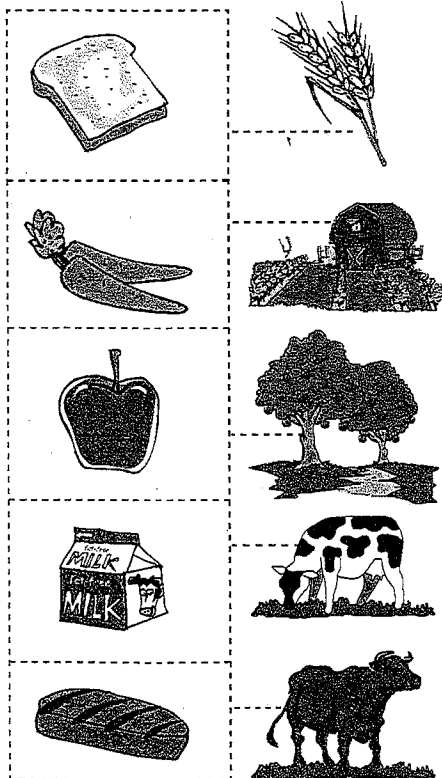
1. Cut out one game piece for each player (1-5 players) from the Food Game Pieces section below.
2. Find a die or create your own by numbering six small pieces of paper from 1-6, then fold up the pieces of paper. For each turn, roll the die or select a number from the cup.

## How to play:

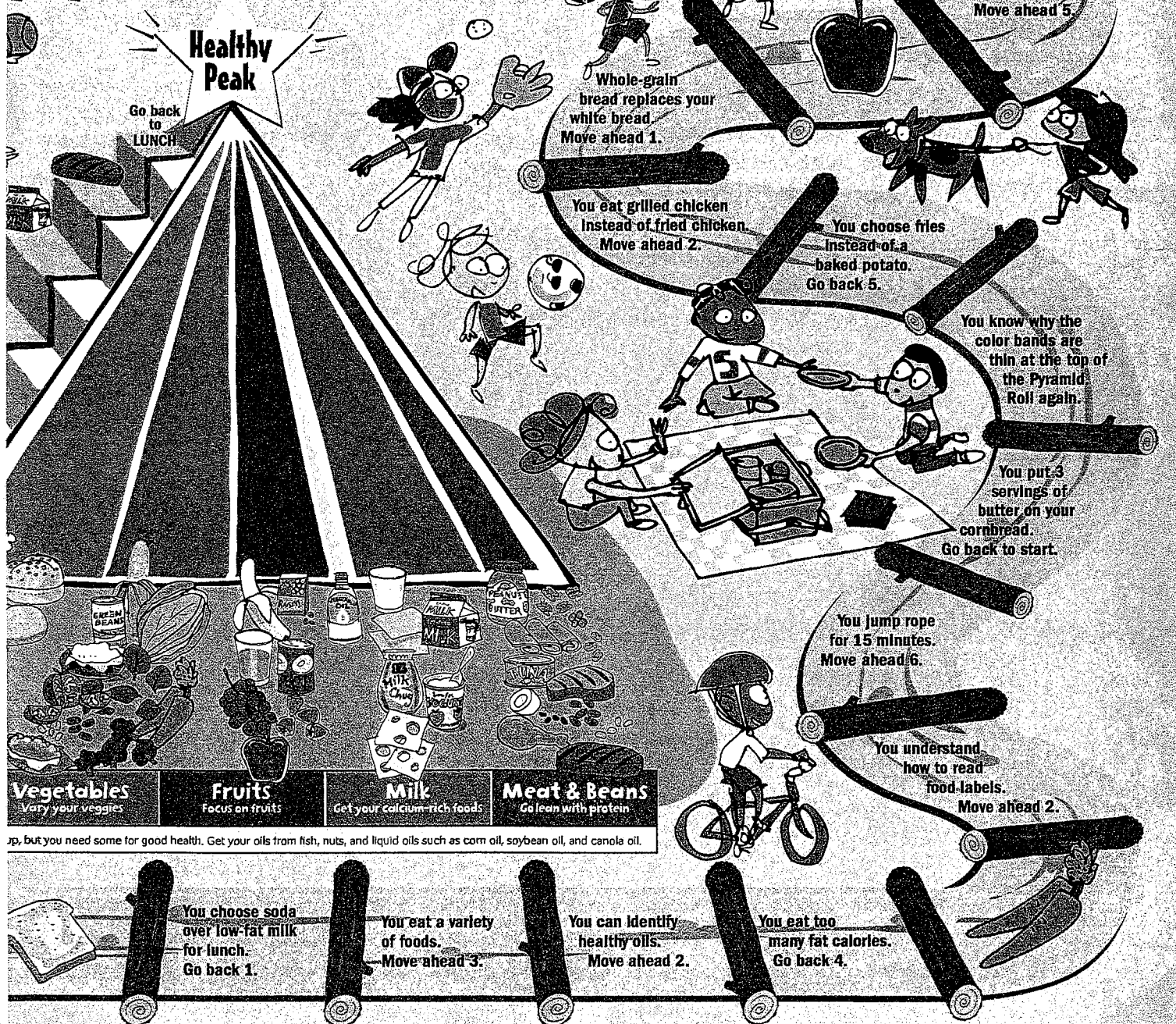
1. Each player puts a game piece on START and takes turns rolling the die, moving their game piece and following the directions on the game board.
2. Some squares on the game board are food images that match your game piece. If you land on the food image that is your playing piece, roll again.
3. Keep playing until each player makes it to the Healthy Peak. You don't need an exact roll to end your expedition to the Healthy Peak.

## Food Game Pieces (Cut out one food piece)

## Food Sources



# Pyramid Expedition







**Finish  
Line**  
You are a  
**WINNER!!**

# START HERE

**Non-  
in place  
for  
1 minute**

**Walk  
across  
the room  
like a cat**

**Go  
back 2  
spaces**

Do 5 push-ups

**move  
ahead  
2 spaces**

**Hop**  
on one leg  
10 times

**Skip  
one turn**

Do 10 jumping jacks

**Do 10  
sit-ups**

Show off your 5 favorite dance moves

**Hop**  
**10** times like  
a bunny

Make 15 arm circles

**skip  
one  
turn**

Do 20  
toe  
touches

**Run  
in place  
for  
1 minute**

Walk  
across the room  
like a cat

**Go back  
2 spaces**

Do 5 push-ups

**Move ahead  
2 spaces**

Do **10**  
jumping jacks

**Skip  
one space**

Hop on one leg 10 times

Do 10  
sit-ups

Show off your  
**5** favorite  
dance moves

**Hop**  
**10** times  
like a bunny

**Make 15 arm circles**

**Skip  
one turn**

- 

Exercise is moving your arms and legs enough to make your heart beat hard and fast. It gives you energy and keeps you healthy.

It's important to stretch 5 – 10 minutes before exercise.

Make sure you stop, rest and drink water if you start to feel dizzy or queasy or have any pain.

Keep your body cool by drinking lots of water while you exercise.

# \* Movement Aides learning

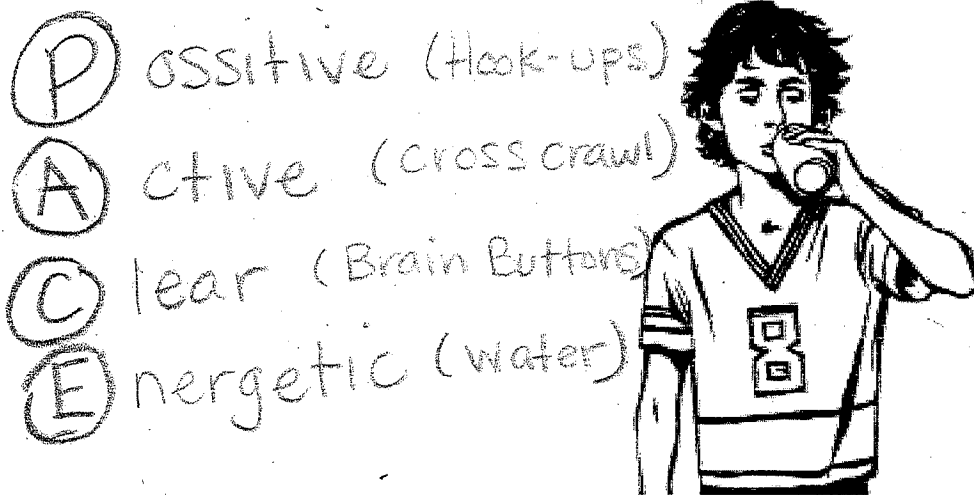
Reproducible Student Page

## Part II: Reproducible Student Pages

(Positive) (Active) (Clear) (Energetic)  
Hook-ups cross crawl Brain Buttons water

### The Neuroscience of P.A.C.E.® for Kids

Fun, interactive ways to help kids (and adults)  
learn about the brain and the importance of doing Brain Gym® Activities.



## Why drink water?

by Victoria Tennant, M.Ed.

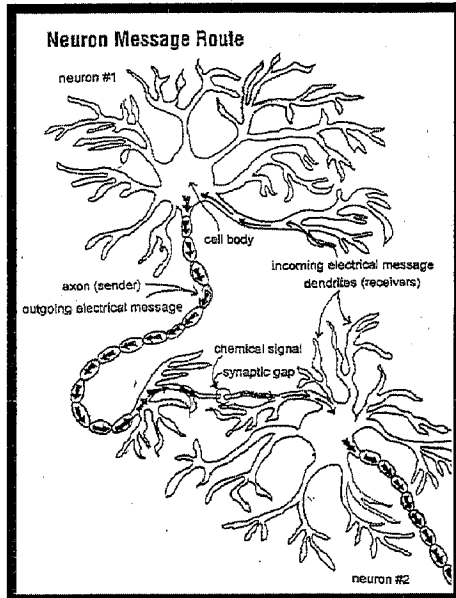
Licensed Brain Gym® Instructor/Consultant

Water illustration by Jenny Ushakoff

# \* Allow the Students to trust themselves

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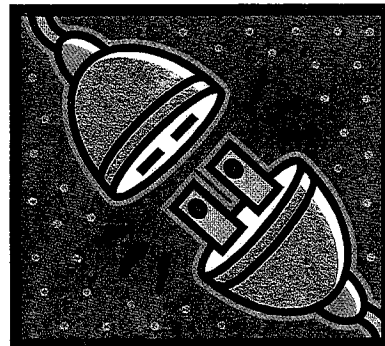
# Neurons are messenger cells.



These tiny cells carry information about everything you experience.

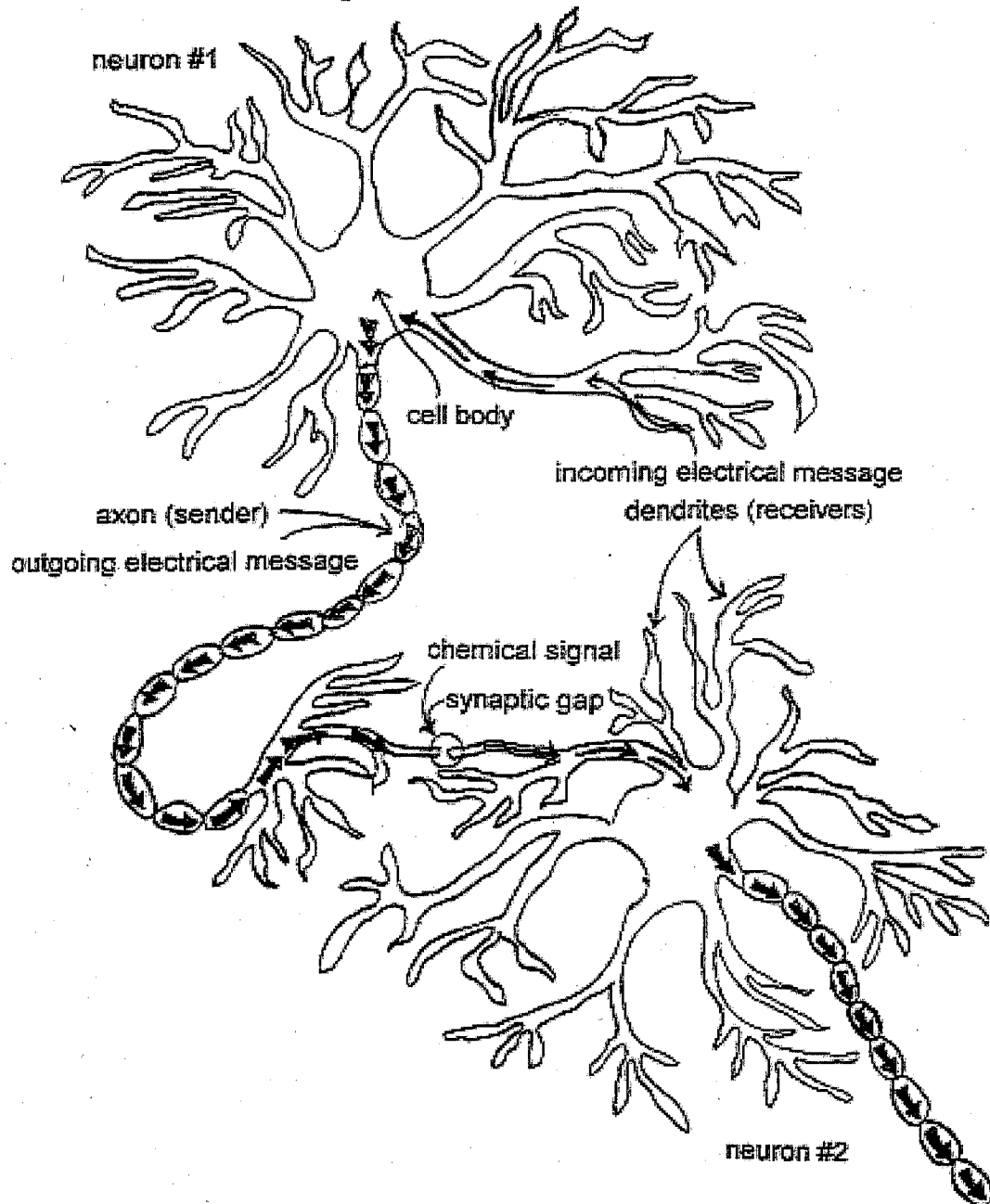
Without neurons you could not see, hear, touch, taste, smell, move, feel or think.

Neurons send messages back and forth through electrical signals.



There are about 100 billion neurons in the brain and body; about the same number as stars in the Milky Way!

## Neuron Message Route



# Electrical Pathways

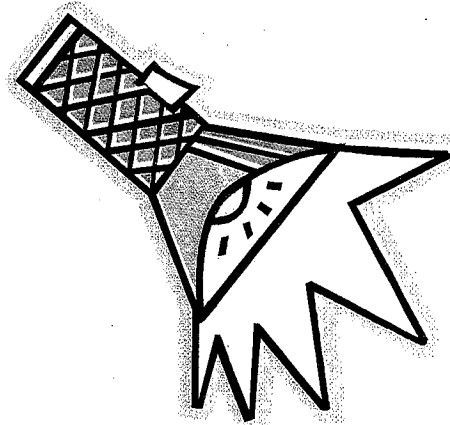


Neurons work together in teams.

They transmit messages  
along information pathways.

Your brain and body is full  
of electrical pathways.

There is enough electricity  
in your system  
to operate a flashlight!





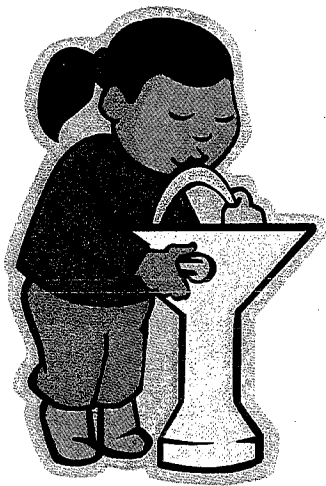


Drink water to feel  
energetic.

Water helps electrical  
energy flow in your  
brain and body.

# Water conducts electricity.

Water makes up about 90% of the brain and 70% of the body. Water transmits electrical currents along information pathways. It helps your energy flow.



Drink water to move,  
think and learn better.  
You feel better too.

Every day, drink at least  
one ounce of water for every 3 lbs.  
of your body weight.  
How much water do you need?



# Recharge Your Energy

(Poem by Terri Skjei & Victoria Tennant)

Recharge your body,  
Water is the key.  
Electrical connections  
Are important to me.

Drink pure water,  
Sip it slow.  
When I soak it in,  
The currents flow.

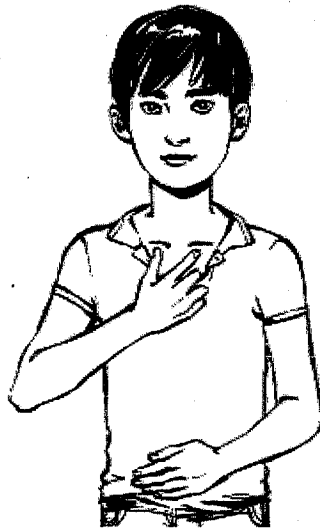
Just like a battery  
When you charge it,  
Water gets my system  
Back on target.

Water gives me energy,  
It helps me to succeed.  
Water is a wonder  
A miracle indeed!

## Part II: Reproducible Student Pages

### The Neuroscience of P.A.C.E.® for Kids

Fun, interactive ways to help kids (and adults)  
learn about the brain and the importance of doing Brain Gym® Activities.



### Why do Brain Buttons?

by Victoria Tennant, M.Ed.  
Licensed Brain Gym® Instructor/Consultant  
Brain Buttons illustration by Jenny Ushakoff

# Electrical Connections

There are special points on the body that connect to electrical pathways

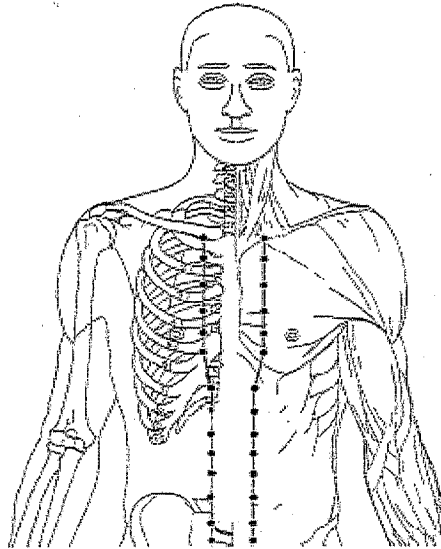
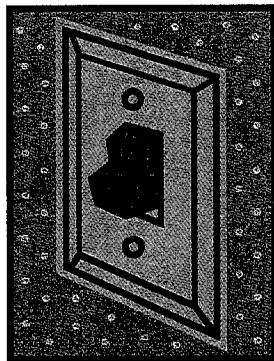


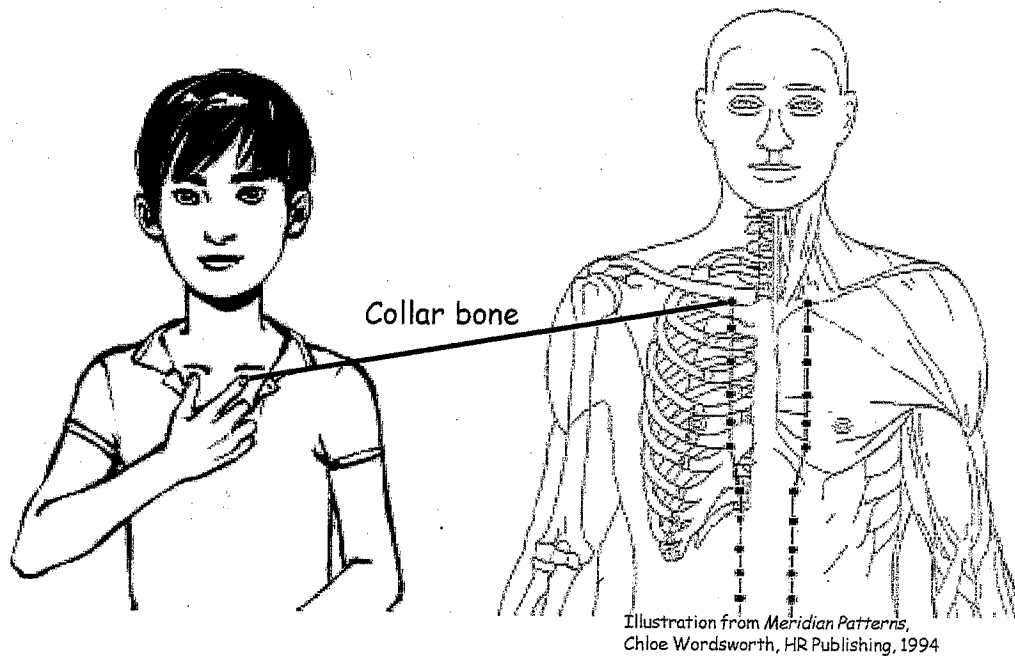
Illustration from *Meridian Patterns*,  
Chloe Wordsworth, HR Publishing, 1994

Example of contact points along two pathways.



These points are like buttons that help to switch on electricity in your body and brain.

# Switch On With Brain Buttons

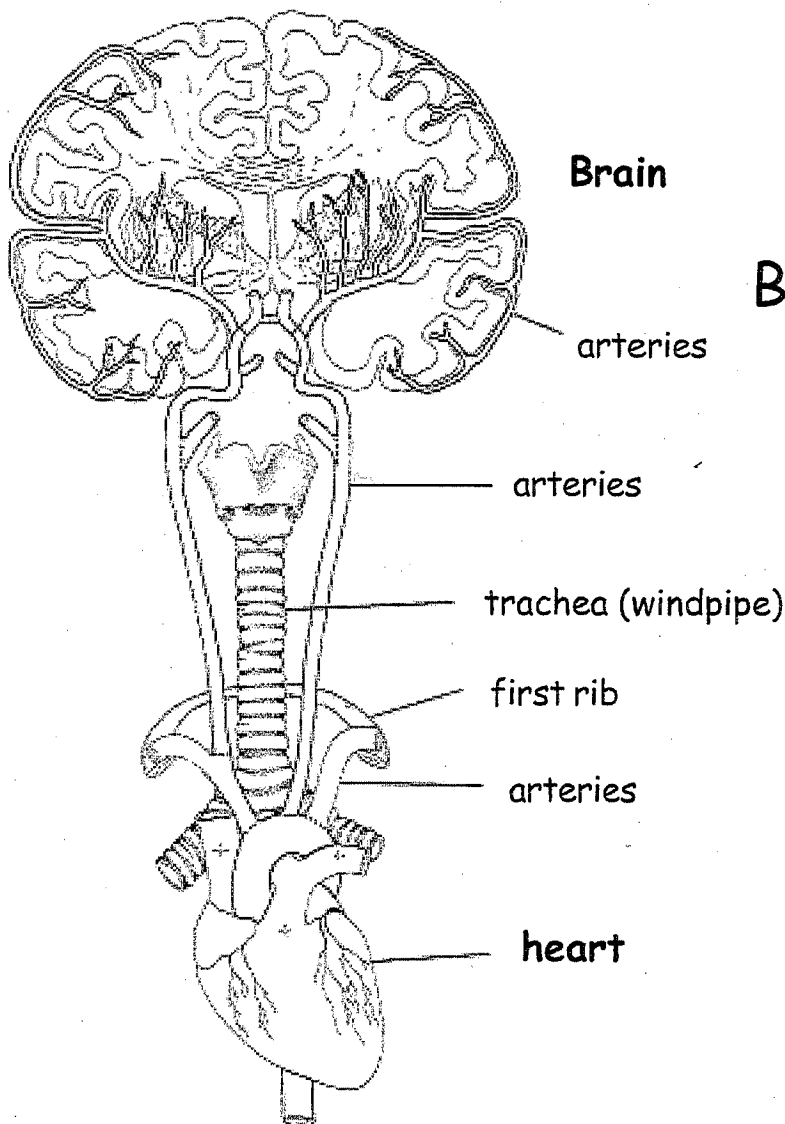


Brain Buttons are two contact points,  
just below the collar bone.  
Gently rub these points  
to switch on electricity in your brain.



# Where Blood Flows Oxygen Goes

Blood from the heart is pumped to  
the body and brain through arteries.



Blood carries oxygen.  
The body and brain  
need oxygen to live  
and do their jobs

Illustration from *The Human Brain Coloring Book*,  
M.C. Diamond, et al, Barnes & Noble Books, 1985

# Increase Oxygen With Brain Buttons

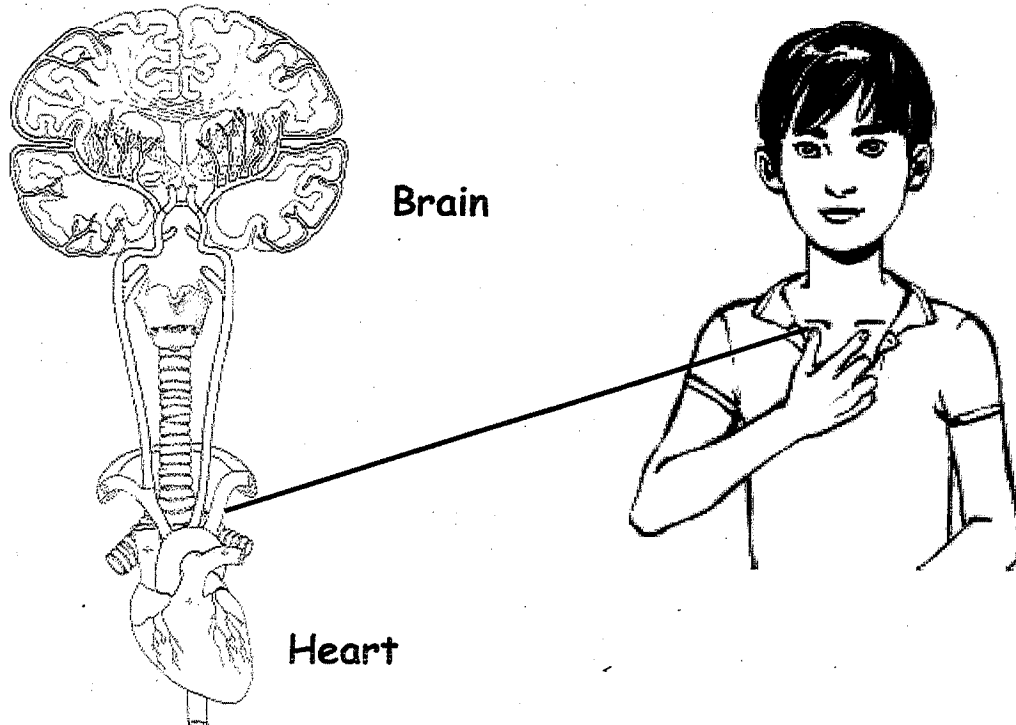


Illustration from *The Human Brain Coloring Book*,  
M.C. Diamond, et al, Barnes & Noble Books, 1985

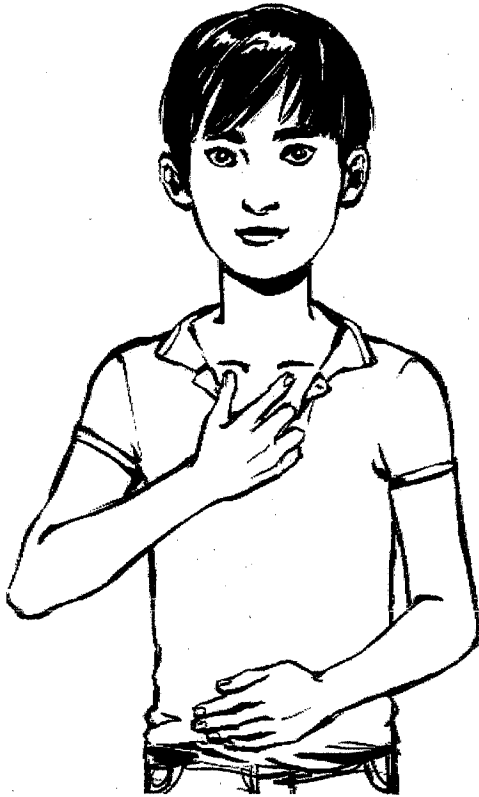
Brain Buttons are over two large arteries that pump oxygen-rich blood from the heart.

Rubbing these points may help blood flow and oxygen go to the brain.

When the brain gets more oxygen you feel more alert.

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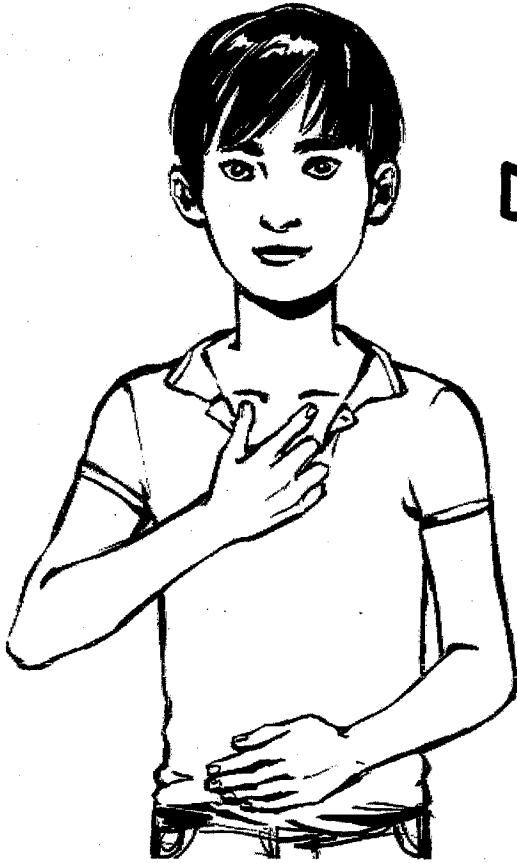
# The Belly Button is a Balance Center.



Contacting your Belly Button helps you feel more balanced.

Contacting the Belly Button switches on attention pathways to wake up your brain.

Feeling off balance? Fuzzy thinking?  
Rub Brain Buttons as you hold the other  
hand over your Belly Button. This helps  
you to feel balanced and think clearly.



## Do Brain Buttons to be balanced and clear.

These points switch on electricity,  
increase oxygen,  
balance your body and wake up  
your brain.



# Brain Buttons Song

(to the tune of *Row, Row Your Boat*)

Rub, rub, brain buttons,  
Switch on electrically.  
Connecting, connecting, connecting,  
connecting,  
Gives me energy.

Rub, rub, brain buttons,  
Oxygen to the brain.  
Flowing, flowing, flowing, flowing,  
Waking up my brain.

Hand over belly button,  
Center of gravity.  
Balancing, balancing, balancing,  
balancing,  
Centered as can be.

Rub, rub, brain buttons,  
Hand on belly here.  
Gently massaging, gently massaging,  
Now my brain is clear.

## Part II: Reproducible Student Pages

### The Neuroscience of P.A.C.E.® for Kids

Fun, interactive ways to help kids (and adults)  
learn about the brain and the importance of doing Brain Gym® Activities.



### Why do Cross Crawl?

by Victoria Tennant, M.Ed.

Licensed Brain Gym® Instructor/Consultant  
Cross Crawl illustration by Jenny Ushakoff

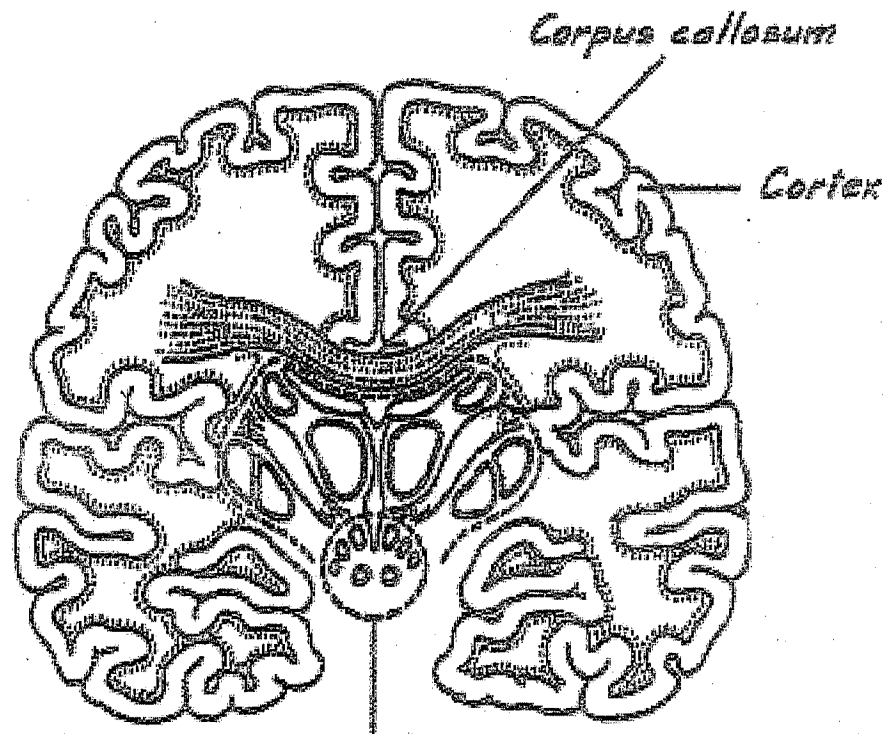
*Skipping is a cross crawl*



# The Brain Bridge

## Corpus callosum

Connects both sides of the brain  
so they can work together.



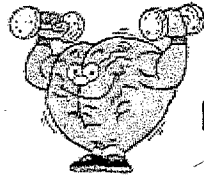
*FRONT VIEW (Cross section)*

Illustration from *Receptors*,  
Richard Restak, Bantam Books, 1995



## Cross Crawl to activate your whole brain.

A cross-over movement activates the corpus callosum (brain bridge). This helps the two sides of your brain work together.



## Left Brain, Right Brain Different Ways of Thinking

Left Brain	Right Brain
■ Pays attention to details	• Pays attention to the whole picture.
■ Likes to do things step by step, in order.	• Likes to do things randomly (not in order).
■ Predicts what will happen next based on facts (logic).	• Senses what will happen next based on hunches (intuition).
■ Thinks in words.	• Thinks in images (pictures, sounds, smells, physical feelings).
■ Reads words.	• Understands what is read (images in your mind).
■ Knows the rules for spelling and writing.	• Imagines ideas to write about.
■ Memorizes math facts and checks for correct answers.	• Knows what math facts mean and sees the patterns.
■ Stays organized and keeps track of time.	• "Goes with the flow"
■ Serious: likes what is "real".	• Playful: loves to pretend and create.

## Use Your Whole Brain When You Learn!

(To the tune of *He's Got the Whole World in His Hands*)

I have a left brain and a right brain,  
I use them both.

I have a left brain and a right brain, I use them both.

I have a left brain and a right brain, I use them both.

I use my whole brain when I learn!

My left brain keeps me organized,  
step by step.

Keeping track of time, step by step.

Knows the rules to follow, step by step.

My left brain works sequentially.

My right brain sees the pictures,  
it's intuitive.

Creating and pretending, it's intuitive.

Ideas flowing freely, it's intuitive.

My right brain works holistically.

A brain bridge will connect them,  
it's the messenger.

The cor-pus callosum, it's the messenger.

Cross the bridge with Cross Crawl, it's the messenger.

Now both sides work in harmony.

I use my whole brain,  
when I learn.

I use my whole brain when I learn.

I use my whole brain when I learn.

I use my whole brain when I learn!



## Cross Crawl Rap

(say as you Cross Crawl to a beat)

Cross tap  
Cross tap  
Cross the brain bridge  
with this rap

Elbow knee  
Elbow knee  
Learning can be  
fun for me

Hand heel  
Hand heel  
I can change  
the way I feel

Cross snap  
Cross snap  
Use my whole brain  
with this rap!

## Part II: Reproducible Student Pages

### The Neuroscience of P.A.C.E.® for Kids

Fun, interactive ways to help kids (and adults)  
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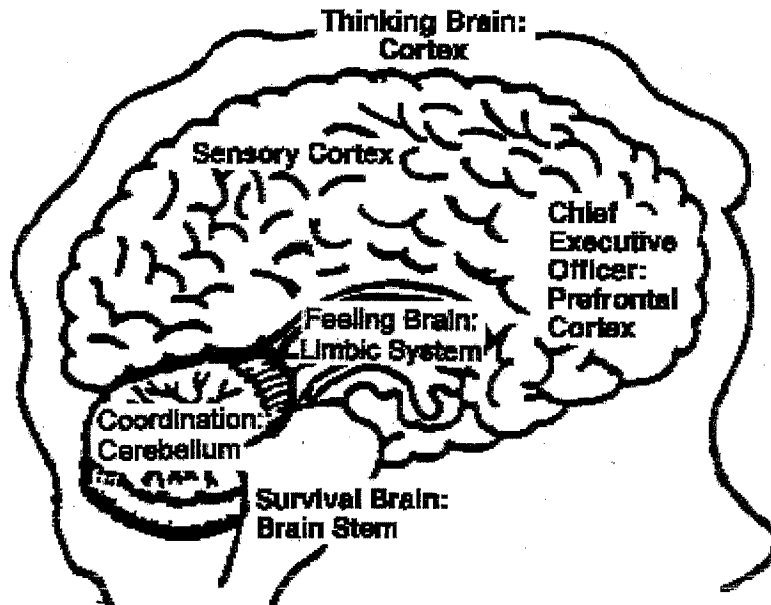
### Why do Hook-Ups?

by Victoria Tennant, M.Ed.  
Licensed Brain Gym® Instructor/Consultant  
Hook-ups illustration by Jenny Ushakoff



# Layers of the Brain

The brain is divided top to bottom in four layers. Each layer is like a separate brain with different jobs to do. It is important that they all work together as a team.



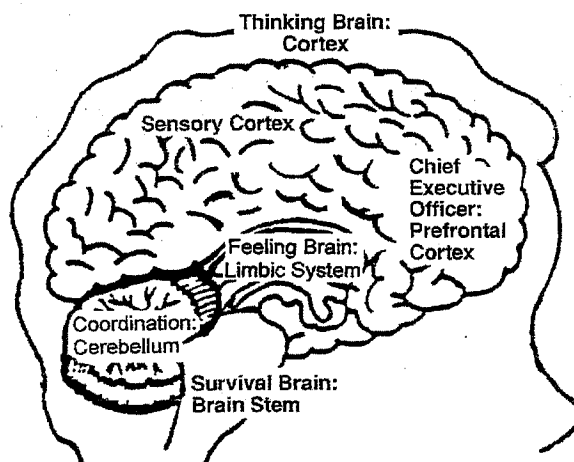
**Thinking Brain:** The thinking brain is in charge of how you experience the world through your senses.  
The CEO is the boss of the brain. It allows you to reason and imagine.

**Feeling Brain:** The feeling brain sends and receives emotional signals to and from the body.

**Coordination Brain:** The coordination brain helps your muscles work together. It also organizes your brain to help you think.

**Survival Brain:** The survival brain runs and protects the body without your having to think about it.

## The Brain Team

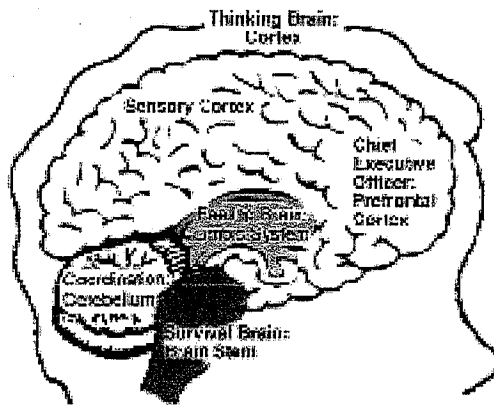


**Thinking Brain:** The cortex is in charge of how you experience the world through your sense of sight, sound, touch and movement. The front of the cortex has the most important job of all - without it you would not be able to reason or imagine. It is called the Chief Executive Officer (C.E.O) because it is the main manager, or boss, of the brain. You need the C.E.O. to pay attention, reason, imagine, plan, make decisions, solve problems, learn, remember, and create. It allows you to *think about* how you feel and how others are feeling.

**Feeling Brain:** The limbic system sends and receives emotional signals to and from the body. Example: When you are angry, your face feels hot, your stomach is in a knot and your muscles feel tight. Your brain feels the emotion of anger. Without a limbic system you would not feel any emotions. The sense of smell is processed in this layer of the brain. Scents you smell are often connected to emotions because they go directly to the feeling brain.

**Coordination Brain:** The cerebellum coordinates muscles so they work together. The cerebellum also organizes brain activity. Moving in a coordinated way helps you think and figure things out.

**Survival Brain:** The brain stem runs the body without your having to think about it. For example you don't have to think about breathing, or tell your heart to beat. Without a brain stem you could not live. When the feeling brain signals danger, the survival brain helps you protect yourself with fast reactions and defenses.

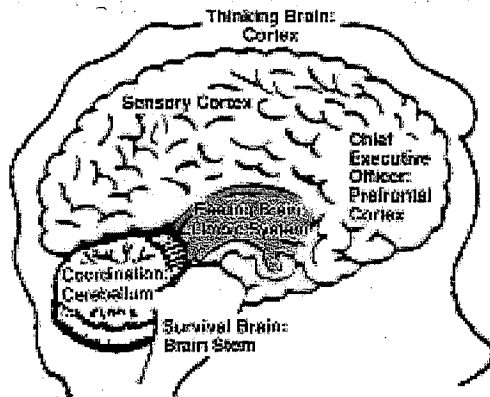


## Stressed Brain

When you feel upset and stressed, your Survival Brain takes over.

This helps you react fast to protect yourself when you are in danger - like when a car is coming at you and you jump out of the way. You don't stop to think about it first, you just do it.

Most times when you feel stressed, you are not in danger, but the survival brain is still in charge. Often you do not make good decisions because it is hard to think. For example, when someone bumps into you on the playground, you might fight or say mean things. Or when you are nervous about taking a test, your mind goes "blank" and your body wants to run away.



## Calm Brain

When you feel peaceful and positive, your Thinking Brain is in charge.

This helps you make good decisions. You choose a better way to respond to someone bumping into you. You might decide it was an accident so you ignore it and walk away. If you think it was on purpose, you might tell them politely but firmly not to do that again; or you tell an adult.

When you are taking a test, you choose a way to relax so that you remember what you learned. When your thinking brain is in charge you can be successful at anything you want to do!



**Do Hook-ups  
to feel peaceful  
and positive.**

This position calms you  
when you feel stressed  
and puts your Thinking Brain  
back in charge.



# I am Peaceful

(To the tune of *Frère Jacques/Are You Sleeping*)

*(sing quickly and anxiously)*

I feel anxious. I feel anxious.

I am stressed. I am stressed.

Survival brain takes over. Survival brain takes over.

What can I do? What can I do?

*(begin to slow down, breathe deeply as you sing)*

Breathe in deeply. Breathe in deeply.

Breathe out slow. Breathe out slow.

*(move into 1<sup>st</sup> position of Hook-ups)*

Now I sit in Hook-ups. Now I sit in Hook-ups.

And rest a while. And rest a while.

*(remain in 1<sup>st</sup> position of Hook-ups; sing slowly & peacefully)*

I feel peaceful. I feel peaceful.

I am calm. I am calm.

Thinking brain's in charge now.

Thinking brain's in charge now.

All is well. All is well.

*(Remain in 1<sup>st</sup> position; hum through verse)*

*(transition into 2<sup>nd</sup> position of Hook-ups and sing with a smile)*

I feel peaceful. I feel peaceful.

Positive. Positive.

Making good decisions, learning and enjoying,

Life is good! Life is good!



# A MESSAGE TO PARENTS AND EDUCATORS:

BRAIN GYM is made up of simple and enjoyable movements and activities at we use with our students in Educational Kinesiology (Edu-Kineshetics) enhance their experience of whole brain learning. These activities make types of learning easier but are especially effective with academic skills.

he word education comes from the Latin word "educare" which means o draw out". Kinesiology is derived from the Greek root "kinesis" which eans "motion". It is the study of movement of the human body. Educa- tional Kinesiology is a system for empowering students of any age by awing out potentials locked in the body.

ducators have addressed the dilemma of failure in our schools by devis- ing programs to better motivate, entice, reinforce, drill and "stamp in" arning. These programs succeed to a degree. However, why do some hildren do so well while others do not? In Edu-Kineshetics, we see that me children "try too hard" and "switch off" the brain integration echanism necessary for complete learning. Information is received by e back brain as an "impress" but is inaccessible to the front brain as an xpress". This inability to "express" what is learned locks the student in a ilure syndrome.

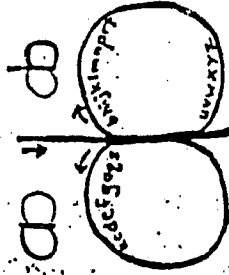
he solution, discovered by Edu-Kineshetics research, is whole brain lear- ing through movement repatterning and BRAIN GYM activities which ble students to access those parts of the brain previously unavailable hem. The changes in learning and behavior are often immediate and ound as children discover how to receive information and express emselves simultaneously.

EDU-KINESTHETICS FOR KIDS teaches the repatterning procedures which we recommend for everyone who wants to improve the quality of his living, learning and enjoyment of movement. BRAIN GYM teaches the simple activities which have changed so many lives since they were first introduced. Although BRAIN GYM activities will help any student, young or old, to make better use of his or her potential, they are most effective after Dennison Laterality Repatterning (described in EDU-KINESTHETICS FOR KIDS).

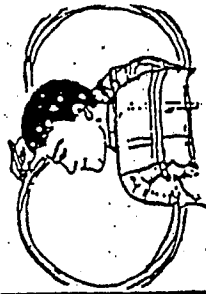
Many teachers use all the movements in this book in their classrooms every day. Others use only the movements related to reading during the reading hour. These movements of the body have been modified and adapted to the special needs of people learning in our modern, highly technological culture. This book is written so that people can experience the energy of these movements in their daily life activities. Students tell us they do them automatically, knowing just when they could benefit from something in BRAIN GYM!

Of course, no one should ever be required to move in a way which is unnatural or uncomfortable for him. The student should work within his own limitations and be encouraged, yet never forced, to do any of these activities.

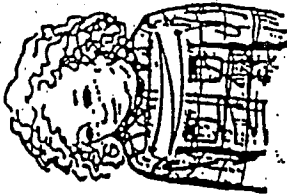
When students are led to BRAIN GYM, they seem to love it, request it, teach it to their friends and integrate it into their lives without any coaching or supervision. The skilled teacher who him/herself enjoys movement will transfer that motivation without effort!



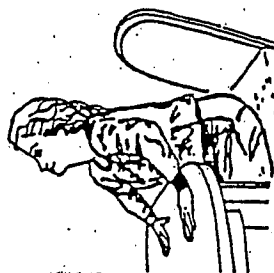
Alphabet 8's



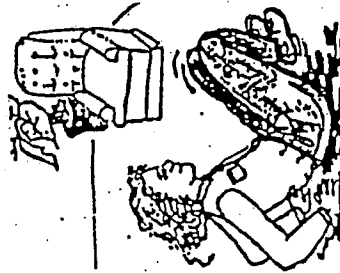
Lazy 8's



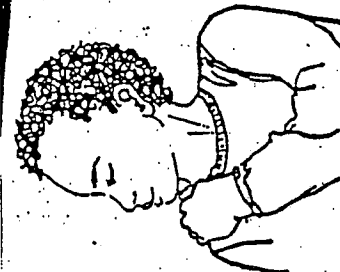
Neck Rolls



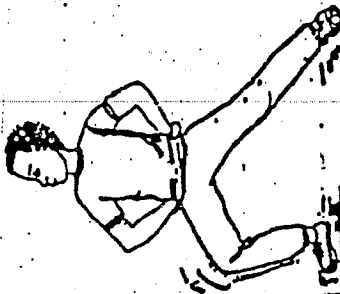
Energizer



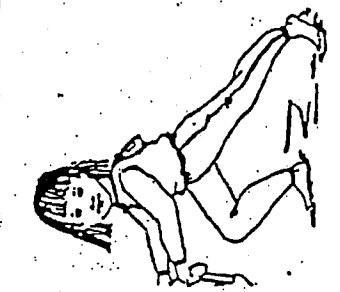
Double Doodle



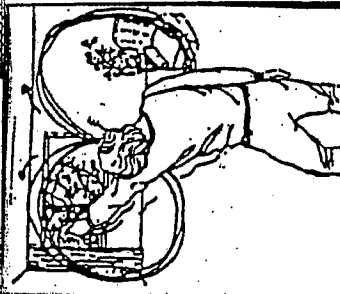
Owl



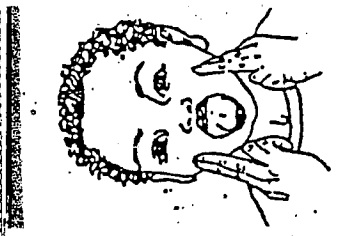
Grounder



Calf Pump



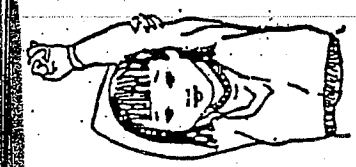
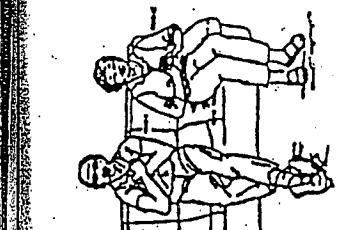
Elephant



Energy 'awn



Rocker



## Brain Gym at Channing Hall

Your student has been participating in Brain Gym for the last term. They have learned all the moves on the back of this letter.

Brain Gym always starts with a drink of water. Staying hydrated increases energy; improves production and concentration (alleviates mental fatigue); improves test taking ability and all academic skills. If your student does not have a water bottle to keep at their desk, please send one.

The kids do a series of Brain Gyms, such as:

To get ready to learn: Sips of water, Brain Buttons, Cross Crawl, Hook-ups

For Positive Attitude: Sips of water, Brain Buttons, Cross Crawl, Hook-ups, Positive Points (you may just do hook-ups and positive points if pressed for time.)

For Mental Alertness: Sips of water, Brain Buttons, Thinking Cap, Grounder; add Calf Pump for better focus and comprehension.

---

Their teachers also have a set of Brain Gym cards with explanations of what the movement is used for, i.e. reading, writing, feel good, etc. They may use these to transition from one subject to another. We are seeing good results.

Miss Moore, 3<sup>rd</sup> grade, says, "On Brain Gym day, my kids are more focused during math, than on other days."

Mrs. Margaret, 4<sup>th</sup> grade, says, "Brain Gym works! My kids are calm and focused."

Thank you for the opportunity to work with your student. I look forward to many more Brain Gym days. I hope your student can feel empowered in their education by including Brain Gym in their day.

Sincerely,

Rosanne Delaney  
Fitness Instructor  
Brain Gym, School Specialist

## **Rosanne Delaney**

---

**From:** Susan Edmonds  
**Sent:** Wednesday, January 07, 2009 3:28 PM  
**To:** Rosanne Delaney  
**Subject:** Brain Gym

Hey Rosanne,

I wanted to take a minute and let you know how much my boys enjoy brain gym. Kameron my first grader, has brought all the brain gym cards home and loves to teach the moves to our family. It has helped him with coordination, sports, and overall fitness. Thanks so much for bringing brain gym to our school. It allows kids to burn their energy and clear their minds.

You're the best!

Susan Edmonds

## **brain gym**

Natalie Norman

**Sent:** Friday, June 06, 2008 12:16 PM

**To:** Rosanne Delaney

---

Using brain gym has been a huge asset to my classroom. It has given my students the ability to immediately refocus their energy and keep their bodies balanced. I especially enjoy using Stop, Drop, and Scribble during math. Many of my students who would otherwise be staring out the window when faced with a sheet of math problems, are actively engaged and excited to hear the next problem. I also utilize "Thinking Caps" during spelling tests as a transition between words. It keeps the students calm, focused, and lowers the anxiety level of my nervous test takers. Brain gym gives teachers simple, effective tools to use when motivating and managing students. I'll never teach without it again!

Natalie Norman

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Release Date: 6/6/2008 8:01 AM

## Brain Gym Mini Menu



The Owl

**The Owl** - While squeezing top of shoulder, turn head and look over shoulder being squeezed. Slowly move head from side to side three times, breathing long, slow breaths. Come back to center, slowly drop head to chest and breathe twice. Repeat for other shoulder.

- Improves listening comprehension, speaking abilities, thinking, spelling, math, typing, computer work; helps with short and long-term memory.



Lazy 8s

**Lazy 8s** - Starting counterclockwise with the left hand in front of the nose, thumb pointing up, draw an infinity sign while keeping your focus on your thumb, head facing straight ahead. After at least three repetitions, switch hands and do at least three Lazy 8s with the right hand. Then do Lazy 8s with both hands. Always be sure to start with an upward motion around the Lazy 8.

- Integrates the left and right visual fields, which increases left and right hemispheric integration, resulting in improved balance and coordination. Helps with the mechanics of reading (left to right movement across the page), reading comprehension, eye muscle relaxation during reading. Aids in relaxing eyes, neck and shoulders; improves depth perception, centering, balance and coordination.



The Rocker

**The Rocker** - Sitting on a padded or wooden surface, use your hands or forearms for support as you gently rock and release first one hip, then the other by rocking in small circles.

- Releases the sacrum by massaging the hamstring and gluteus muscle groups, stimulating reflexes in the hips which are dulled by excessive sitting. Circulation of the cerebrospinal fluid within the spinal column is stimulated and the system works more efficiently.



Neck Rolls

**Neck Rolls** - Drop head forward. Gently roll the neck from side to side in front. Complete rotations are not recommended.

- Relaxes the neck and releases blocks resulting from the inability to cross the midline. When done before reading and writing, encourages integrated performance.



Earth Buttons

**Earth Buttons** - Hold one hand touching below the lower lip and the other hand touching the upper edge of the pubic bone. Reverse hands.

- Activates the brain's ability to work in the midfield; enhances centering, grounding, basic metabolism, and visual accommodation.



Space Buttons

**Space Buttons** - Hold one hand touching above the upper lip and the other hand touching just above the tailbone. Reverse hands.

- Space Buttons activates the brain's ability to work in the midfield; enhances centering, grounding, relaxation of the central nervous system, depth perception, eye contact, and near to far visual transitions.

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January 1997

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## **brain gym**

Natalie Norman

**Sent:** Friday, June 06, 2008 12:16 PM

**To:** Rosanne Delaney

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Natalie Norman

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Release Date: 6/6/2008 8:01 AM



Water

## Brain Gym Mini Menu

Water - Drink a glass of water. *Sips all through the day*

- Increases energy; improves production and concentration (alleviates mental fatigue); improves test taking ability and all academic skills.



Brain Buttons

Brain Buttons - While holding navel area with one hand, rub with thumb and finger of other hand in hollow areas (1-2 inches apart) just below the collar bone on each side of the sternum (breastbone).

- Increases clarity for any visual activity (especially reading) or thinking skill; beneficial when doing writing, typing, computer work; increases overall relaxation.



Cross Crawl

Cross Crawl - Touch hand to opposite knee; alternate moving one arm and opposite leg. Do for 1 to 2 minutes. Variation - touch opposite elbow to knee.

- Improves reading, writing, spelling, listening comprehension; improves left/right coordination.



Hook-ups

Hook-ups - 1. While sitting or standing, cross one ankle over the other. Cross the same-side wrist over the other and touch palms together. Interlace fingers and draw hands up toward chest. Sit this way for one minute, eyes closed, breathing deeply.  
2. Uncross legs and put fingertips together, breathing deeply for another minute.

- Diffuses stress; improves self-esteem, establishes a positive orientation; promotes clear listening and speaking; aids in ability to function calmly in test taking; improves typing and computer work; helps reading, writing and spelling.

(NOTE: The first four Brain Gym movements are called "PACE" and get the mind and body ready to learn).



Positive Points

Positive Points - The points are just above the eyeballs, halfway between hairline and eyebrows. Lightly place three fingers of each hand together on those areas. Hold for 30-60 seconds. Alternative method - lightly hold hand across forehead.

- Decreases worrying; increases creative, constructive thinking; releases "tip of the tongue" memory blockages; helpful for spelling and math; benefits organizational abilities test performance. (Can do after Hook-ups to diffuse the energy from a negative situation.)



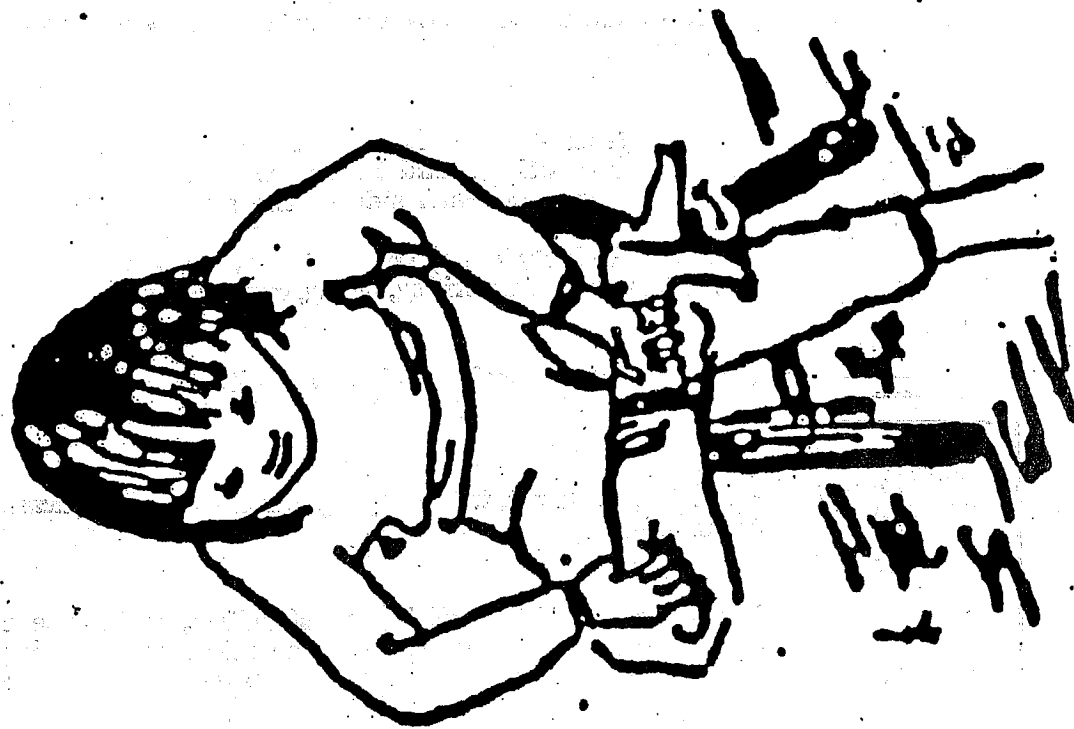
The Thinking Cap

The Thinking Cap - Using both hands simultaneously, start at top of each ear and "unroll" the curved part of the edge of the ear. Continue all the way to the bottom of the ear lobes. Do three times.

- Increases listening comprehension; improves public speaking ability, singing, short-term memory, thinking abilities, spelling; increases concentration while working on computer.

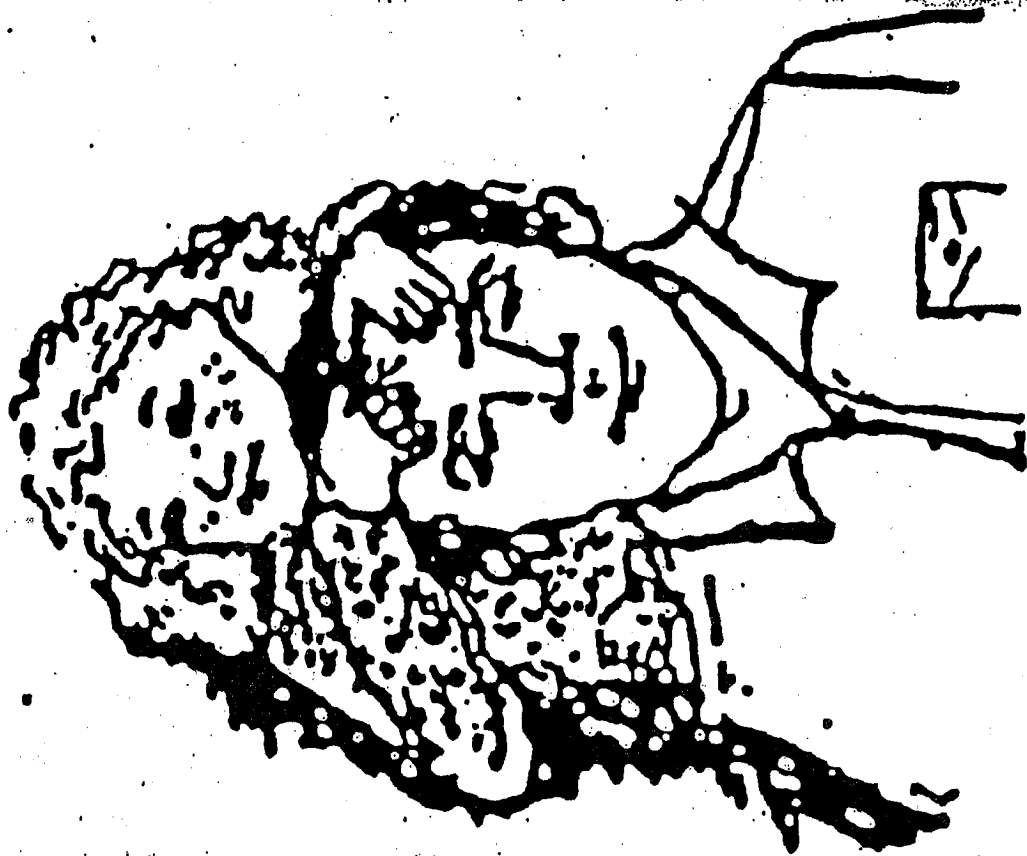


**Cross Crawl**

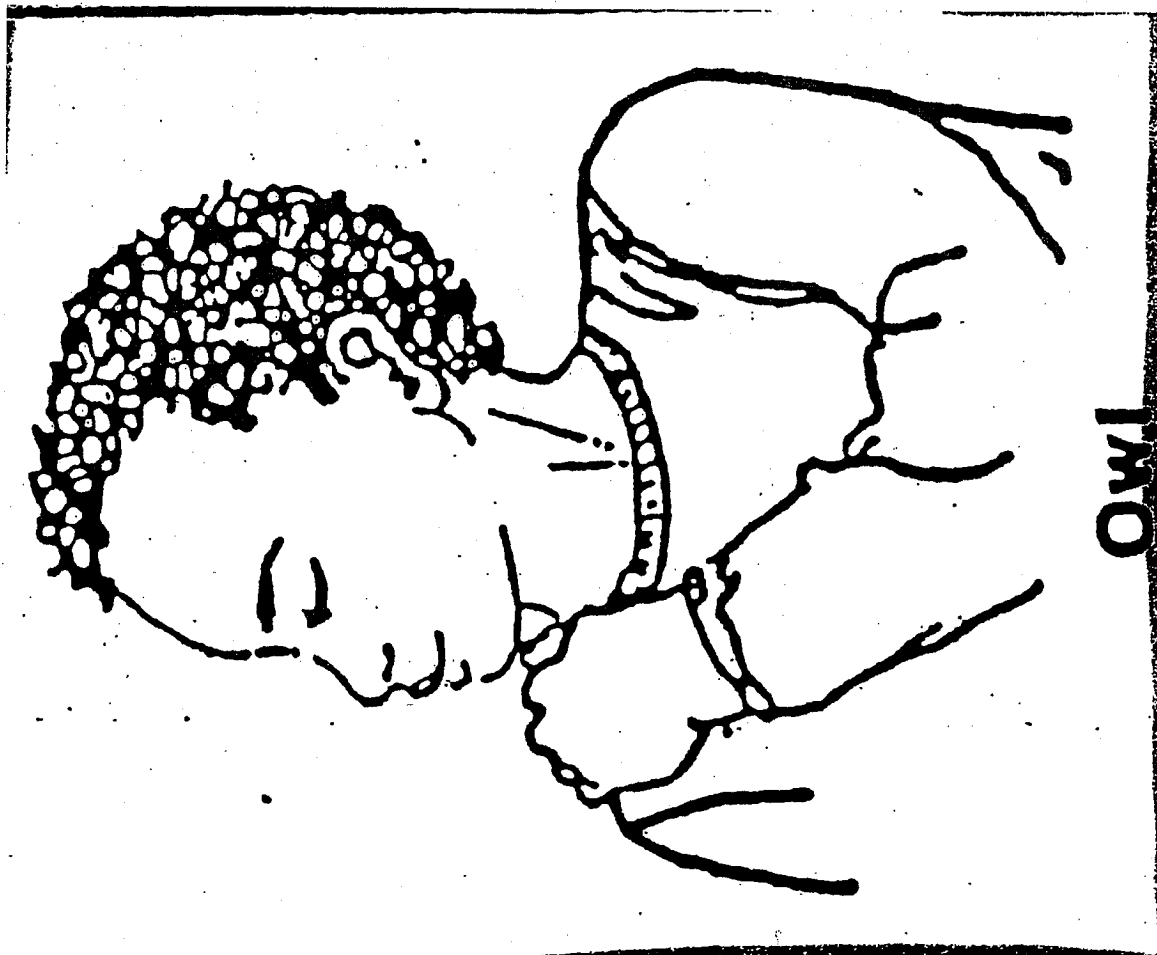


**Footflex**

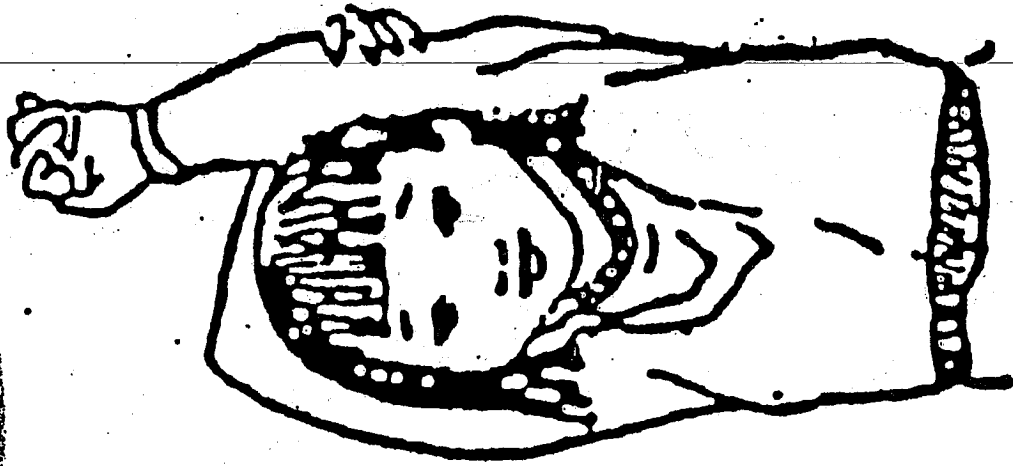




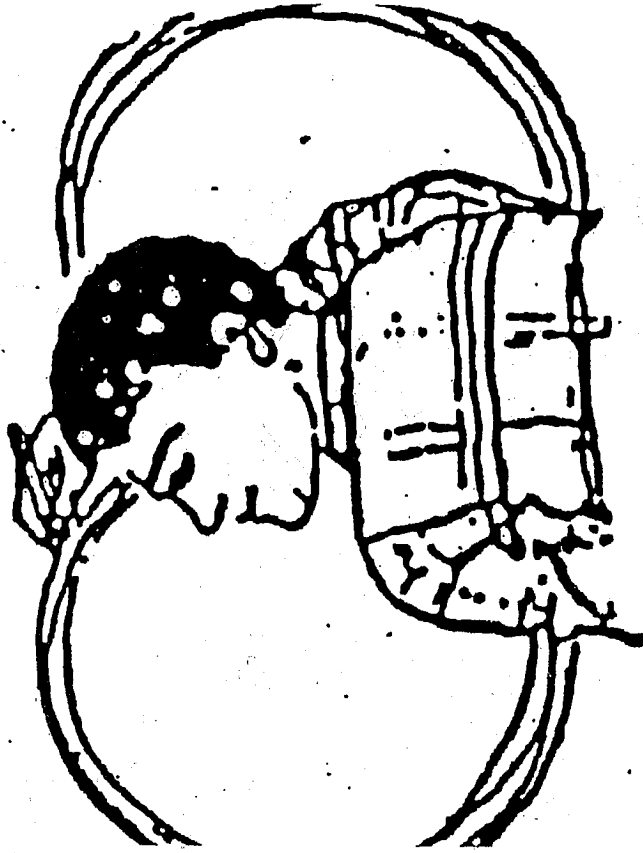
**Positive Points**



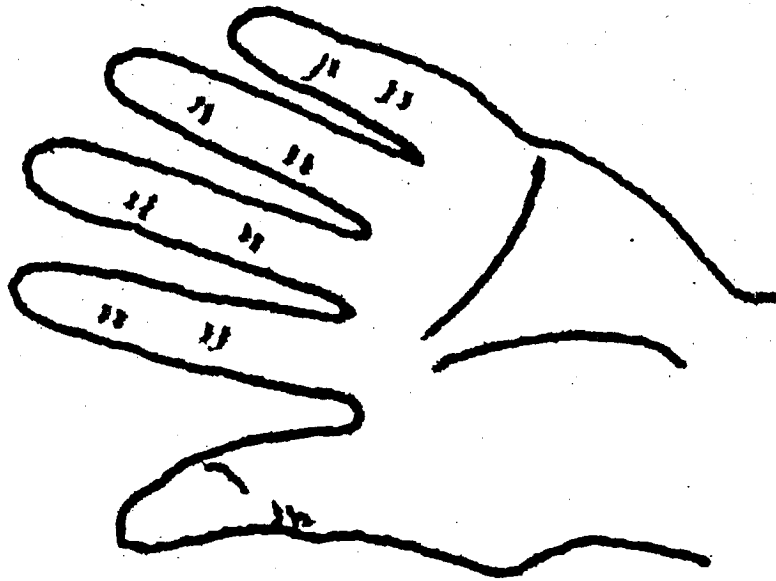
**Owl**



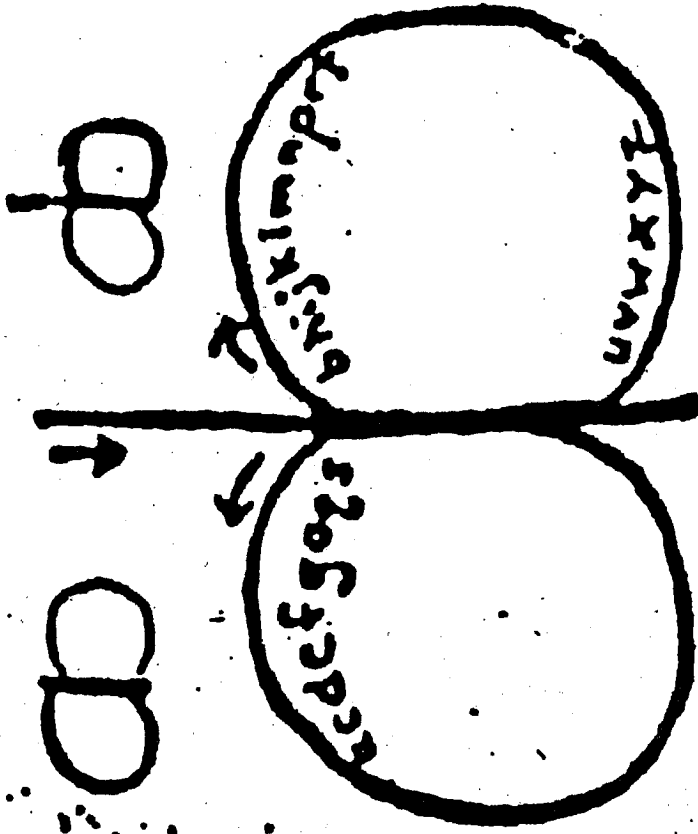
**Arm Activation**



**· Lazy 8's**



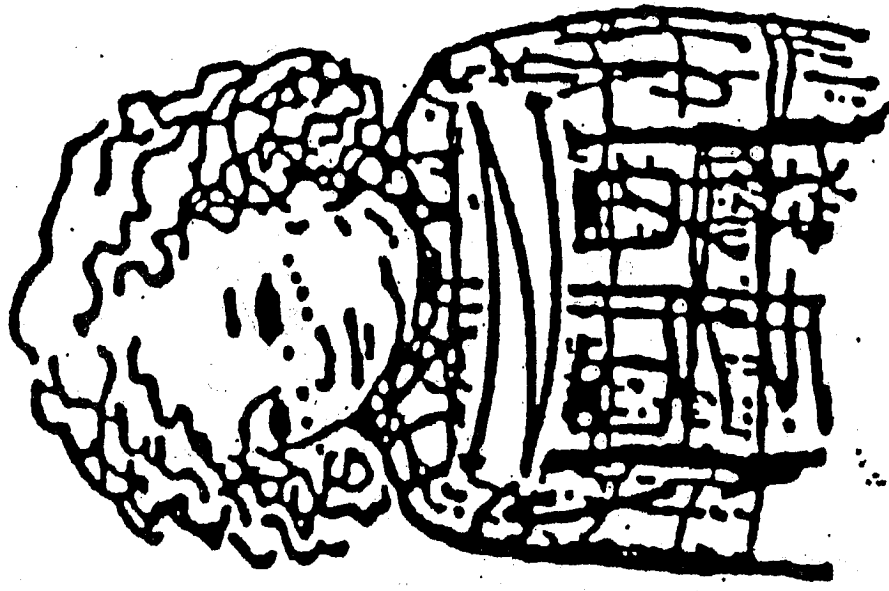
Hand Warm-ups



Alphabet 8's



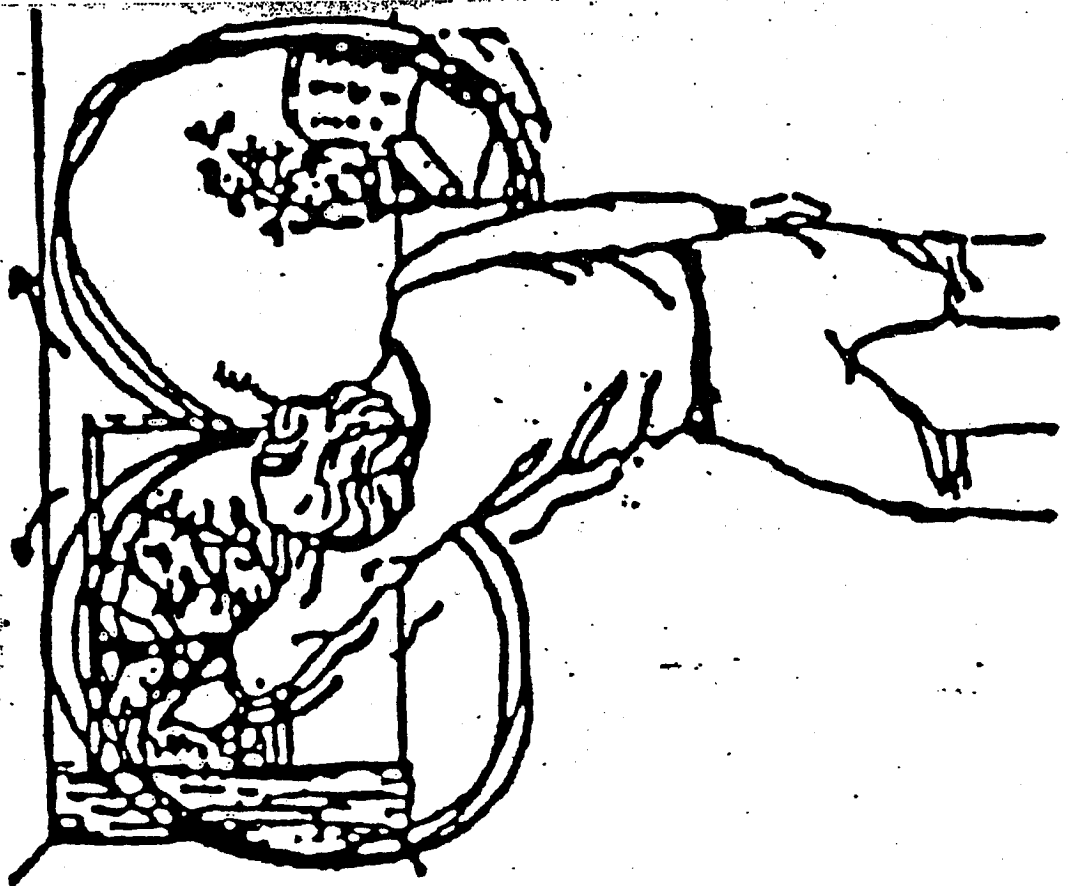
**Brain Buttons**



**Neck Rolls**

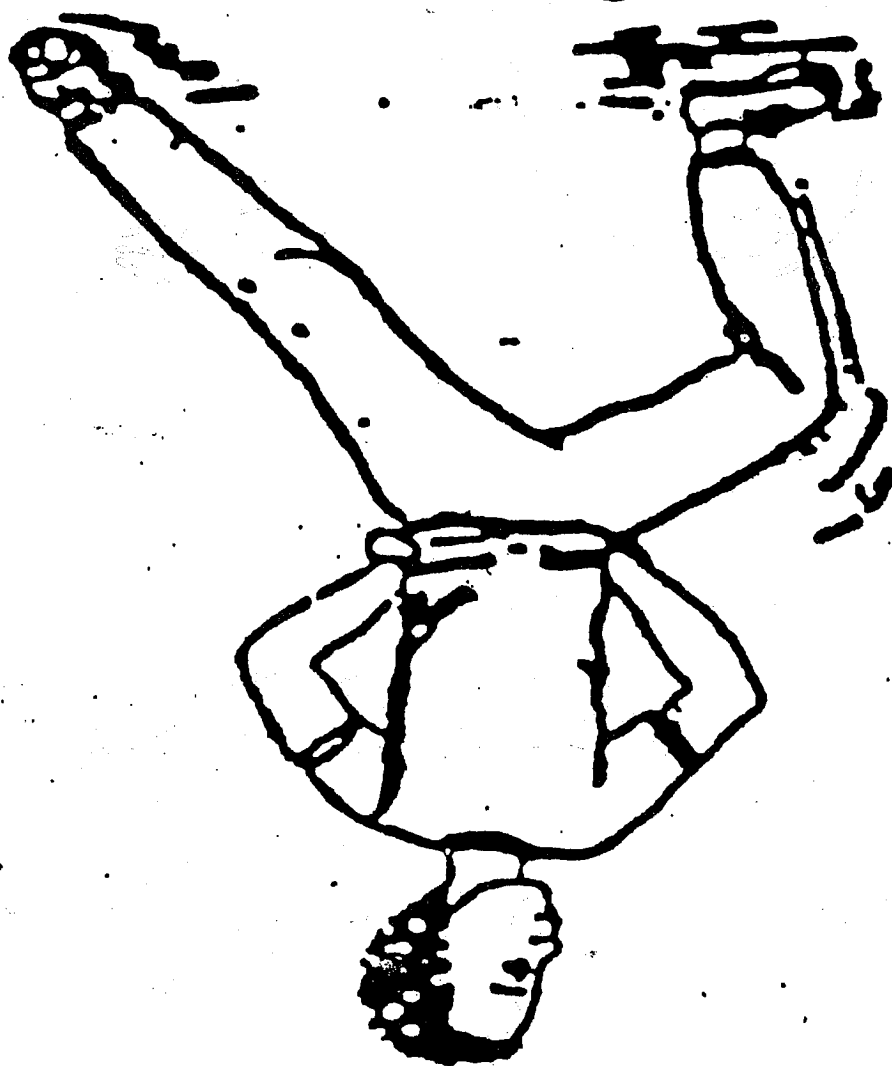


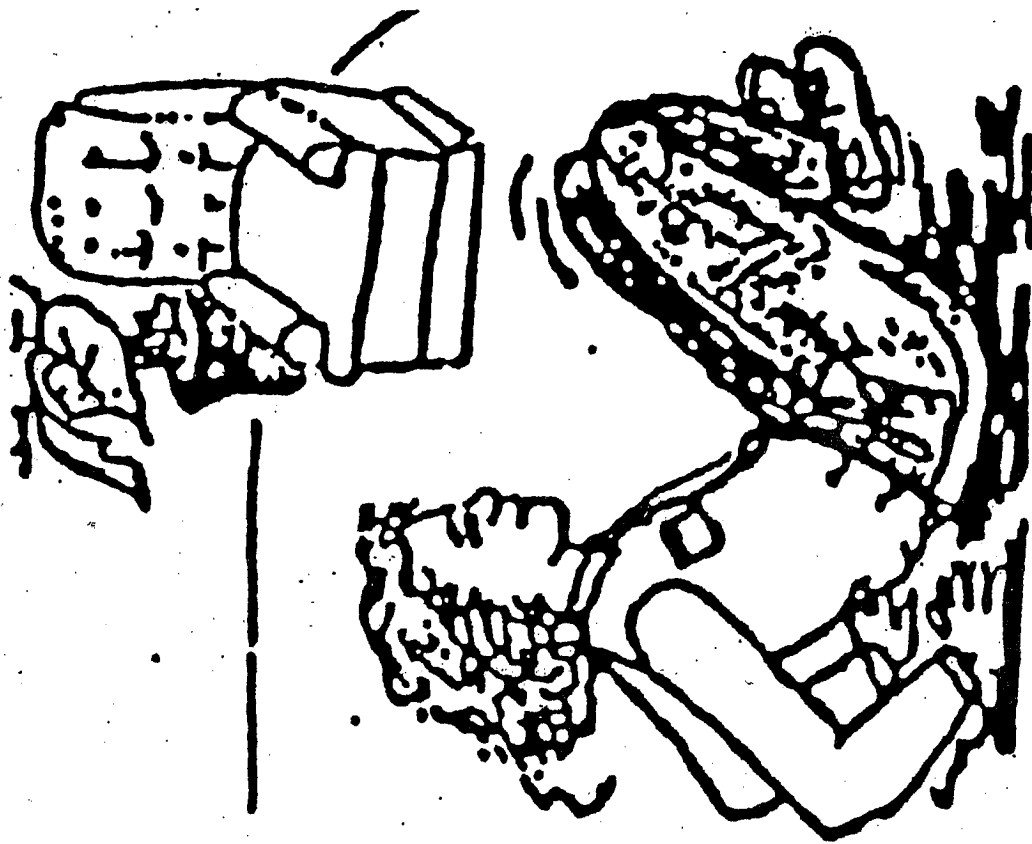
Thinking Cap



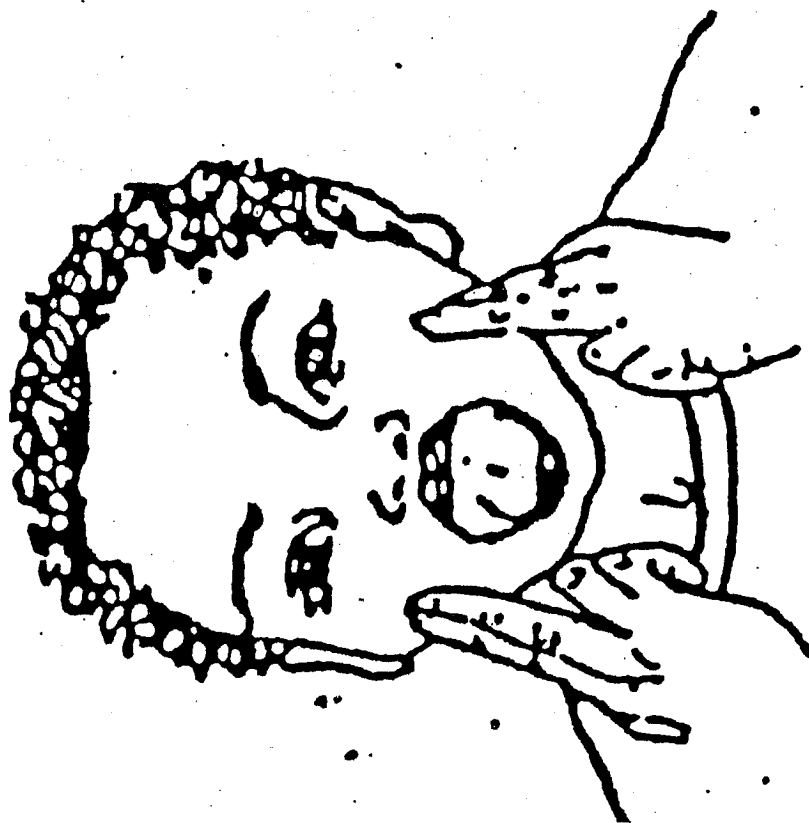
Elephant

Grounder

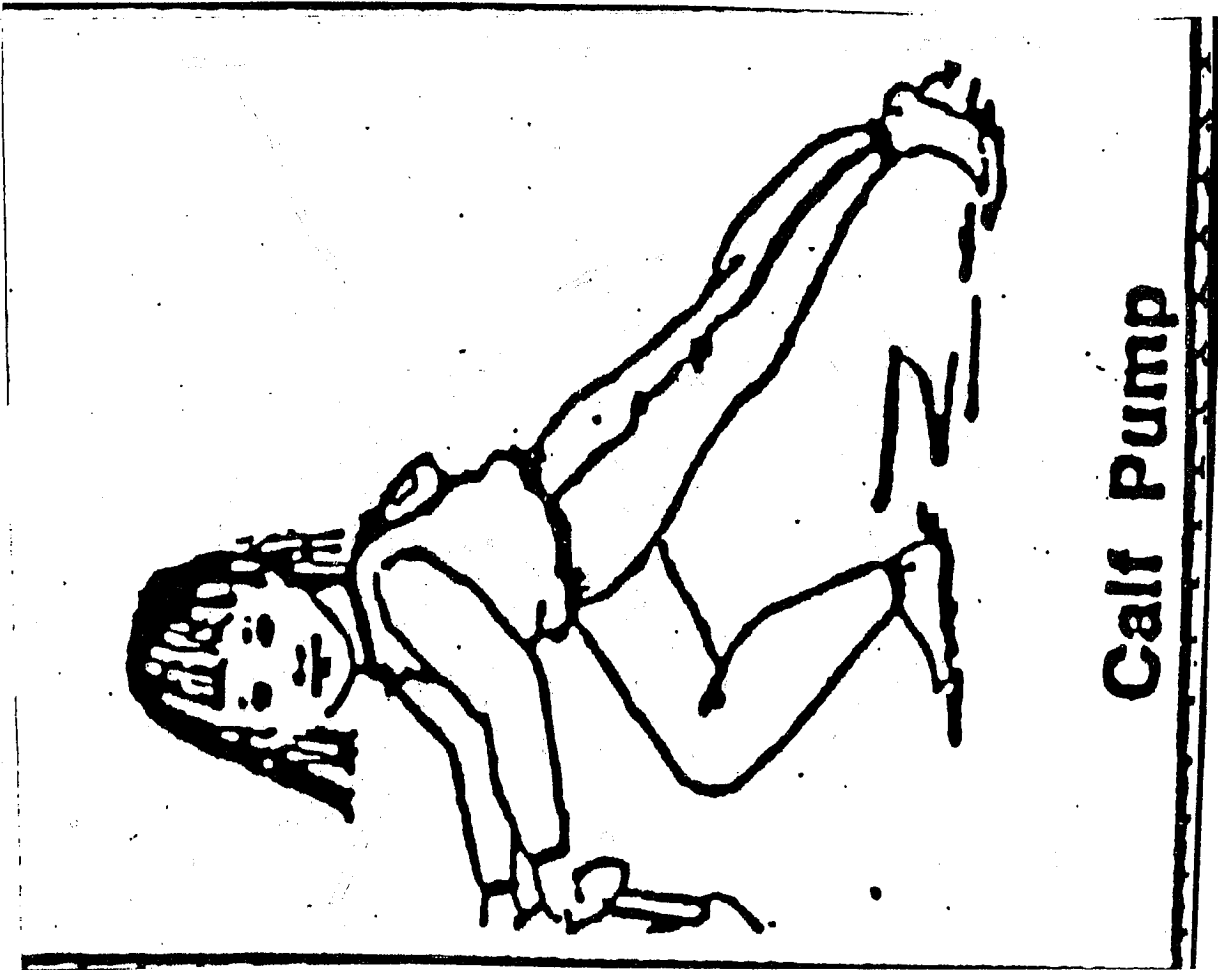




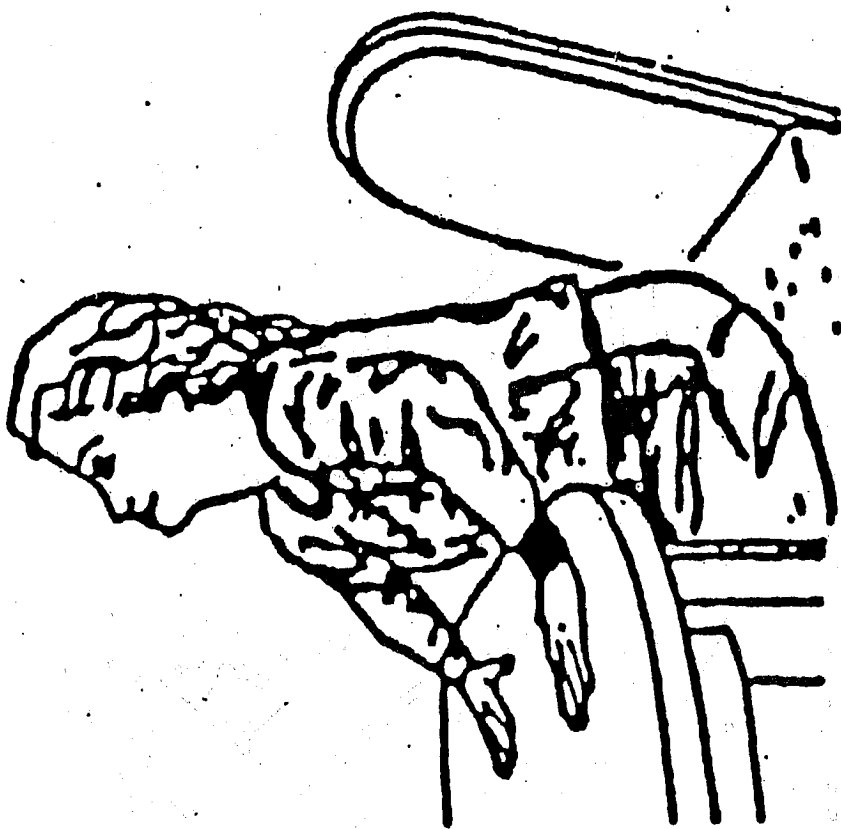
**Rocker**



**Energy 'awn**



**Calf Pump**



**Energizer**





**Double Doodle**

## Resources

[https://extension.usu.edu/aic/teachers/pdf/nie4/food06\\_07.pdf](https://extension.usu.edu/aic/teachers/pdf/nie4/food06_07.pdf)  
<https://extension.usu.edu/aic/teachers> Ag in the Classroom

[www.hearthighway.org](http://www.hearthighway.org) click on Gold Medal Schools then on GMS guide, scroll to bottom and click on nutrition.

<http://www.ncpe4me.com/energizers.html> This is the downloadable pdf of 5 minute energizers

[www.braingym.com](http://www.braingym.com)

To register for the Ag in the Classroom course, please contact Grace Struiksma at [gstruiksm@channinghall.net](mailto:gstruiksm@channinghall.net)

Rosanne Delaney  
Elementary Fitness and Brain Gym  
Channing Hall  
[rdelaney@channinghall.net](mailto:rdelaney@channinghall.net)  
801-878-4588

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9. 7 Magic Words of Respect
10. 3 Rules of Concentration

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Weston Kube  
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Master Lechtenberg.  
THANK YOU SO MUCH!!

*You and your staff were an absolute pleasure to work with! Several parents have mentioned to me how much they and their children have benefited from your program. In fact a couple of my faculty members have been seeing improvements in the attitude and respectful behavior of the students you have been interacting with.*

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Great work, I am excited to work with you again next year!*  
Dennis Bullard, School Board President

